YEAR 1 MMC Expected Standards - *Statutory and non-statutory guidance*

By the end of Year 1 most pupils should be able to:

Singing, Playing and Performing	Listening and Musicianship	Improvising and Composing
Using their voices: • Speak and chant together • Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) • Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment • Co-ordinate actions to go with a song • Sing in time to a steady beat • Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing • Sing call and response songs **Using classroom Instruments:** • Play instruments by shaking, scraping, rattling, tapping etc • Play in time to a steady beat/pulse, using instruments or body sounds • Play loudly, quietly, fast, slow • Imitate copycat rhythms and patterns on an instrument • Play a repeated rhythmic pattern ***(rhythmic ostinato)*** to accompany a song • Play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar' • Follow simple hand signals indicating: loud/quiet and start/stop	**Listening:** • Listen to a wide range of musical styles and traditions • Listen to music and move in time to its steady beat • Listen to music and respond to a change in beat • Recognise and respond through movement /dance to the different musical characteristics and moods of music • Recognise the sounds of the percussion instruments used in the classroom and identify and name them **Musicianship:** • Begin to describe and respond to music (louder/quieter, faster/slower, higher/lower) • Begin to articulate how changes in speed, pitch and dynamics effect the mood • See also singing, playing and performing with beat, pulse and rhythm	**Improvise:** • With different sounds made by the voice and hands ***(timbre)*** • High and low sounds ***(pitch)*** • Long and short sounds ***(duration)*** • Loud and quiet sounds ***(dynamics)*** • Fast and slow sounds ***(tempo)*** • Pitch shapes (moving up and down) and rhythmic patterns • Simple vocal chants • Question and answer phrases. **Compose:** • Add suggested sound effects to a story • Choose musical sound effects to follow a story line or match a picture • Use graphics/symbols to portray the sounds they have made • Sequence these symbols to make a simple structure **(score)** • Invent, retain and recall rhythm and pitch patterns • Compose their own sequence of sounds or pattern without help and perform them • Use technology, if available to capture, change and combine sounds.

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